DOCUMENT RESUME

ED 093 135 88 EC 062 266

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TITLE An Evaluation of Project Gifted 1971-1972.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence.
PUB DATE [72]
NOTE 84p.

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS Creative Thinking; Elementary School Students; *Exceptional Child Education; *Gifted; *Program Descriptions; *Program Evaluation; School Districts; Special Classes
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; Project Gifted; *Rhode Island

ABSTRACT

Evaluated was Project Gifted, a tri-city (Cranston, East Providence, and Warwick, Rhode Island) program which focused on the training of gifted children in grades 4-6 in the creative thinking process. Project goals were identification of gifted students, development of differential experiences, and development of innovative programs. Cranston's program involved full-time special classes, while East Providence's program had 2 1/2 hours daily of special instruction using a humanities based curriculum, and Warwick's program had gifted students travel to a creativity center for a 2 1/2-hour session weekly. The evaluation model provided both formative (continuous feedback) and summative information on changes in student performance and attitudes resulting from program participation. Results of analysis of performance test results, classroom atmosphere, parent questionnaires, interviews, creativity test scores, sociometric data, and art and creative writing products showed all three programs to be highly successful. Among recommendations were the expansion of the internship program (Cranston), greater attention to the development of high mental processes (East Providence), and inclusion of a teacher with creative writing background (Warwick). The questionnaires used in the project are included. (DB)

ED 093135

AN EVALUATION
OF
PROJECT GIFTED
1971 - 1972

by

Dr. Joseph S. Renzulli

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Project Gifted is an educational program sponsored jointly by the cities of Cranston, East Providence, and Warwick, Rhode Island. The project is funded through Title III of the Elementary and Secondary Education Act. The evaluators gratefully acknowledge the assistance of educational personnel from the project, the participating districts, and the Title III Office of the Rhode Island State Department of Education in the preparation of this report.

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CHAPTER ONE

BRIEF OVERVIEW OF PROJECT GIFTED

I. Description of the Program

Project Gifted is a tri-city, cooperative effort in the demonstration of diverse educational procedures for the gifted. The partners in this regional effort are the School Departments of Cranston, East Providence, and Warwick, Rhode Island with Cranston acting as the LEA. The project is administered by a single project director who provides in-service training, evaluation, dissemination, consultative and guidance services, and overall direction for the project. Each project is distinct in its approach, yet benefits from regional expertise and administration.

Children in grades four through six are directly involved in the program. General goals for the project are:

1) the identification of gifted children;
2) the development of differential experiences to significantly improve the learning programs for gifted children; and
3) the development of innovative programs to act as models for other communities.

In Cranston, the focus is on the training of gifted students in the creative thinking process. Special methodology and content have been introduced into the areas of language arts, science, mathematics, and the social sciences in order to promote critical and evaluative thinking. The children are involved in a continuous

progress learning environment with the teachers working together in a co-teaching individualized program. In addition, the Cranston project staff is assisting parents in understanding their gifted children and in helping the student to develop a healthy self-image. Teachers' competencies in answering the special needs of these children are also being supplemented by in-service training.

East Providence has constructed its approach around gifted students who are divided into groups and integrated into each of the regular grade level classrooms. The students are brought together in a resource room environment for two and one-half hours each day to work with a special teacher using a humanities based curriculum. The various contacts made within the regular classroom are expanded upon at this time depending on the particular interest of the students. The need, therefore, is to develop the potential that exists within each child by providing an environment in which multidimensional growth can take place.

Warwick's phase of Project Gifted involves gifted children in a special curriculum featuring differential experiences in creative writing and the visual arts. The students, in small groups of four to eight, travel to a creativity center for a two and one-half hour session once a week to work in such areas as woodcraft, ceramics, graphic arts, costume design, and creative writing. Extensive use of media centers enhances the offering of the special program.

A regional guidance counselor serves the three communities and

has his services prorated by the program director. Psychological services are also available and are obtained through the program director.

Regional cooperation creates new avenues by which the education of the gifted students can be achieved, depending upon the particular-educational environment involved. Exchanges of innovative ideas are directed through readily accessible channels of communication not available prior to Project Gifted's existence.

II. The Evaluation Model

The evaluation of Project Gifted consisted of both a formative and summative analysis of factors that were deemed important by project administrators and personnel, representatives of the State Department of Education's Title III staff, and the program evaluator. The formative phase of the evaluation was aimed at providing continuous feedback about various indices of program effectiveness. This phase of the evaluation was carried out continuously throughout the school year, and was accomplished mainly through visitations to Project Gifted classrooms, interviews with parents, and discussions with teachers and the Project Director. Additional formative data were gathered from students and teachers through the administration of instruments that were designed to assess levels of thinking and various conditions relating to classroom atmosphere. The main purpose of formative evaluation is to discover areas where modifications can be made while the program is in process. The rationale underlying formative evaluation is simply that many opportunities for program improvement can be lost if we wait until the end of the year to gather and analyze data.

The summative phase of the evaluation is designed to assess significant changes in student performance and attitudes that have resulted from participation in the program. The main approach for analyzing summative data is through comparisons of performance measures that were administered at the beginning and again at the end of the program. Appropriate statistical techniques have been

used to compare differences in scores that were obtained on pre and post-program administrations of evaluative instruments.

Although the evaluation of each component of Project Gifted differs in varying respects, the objectives which are generally common to the overall development of gifted children has enabled the evaluators to utilize three instruments in each component of the project. Three major concerns were used as a guide in the selection of these instruments. First, it was necessary for the instruments to measure areas of performance that were generally compatible with the objectives of the respective programs. Secondly, the instruments had to possess the scientific requirements of reliability and validity to a sufficient degree that would allow us to place credibility in the scores yielded by the instruments. And finally, consideration had to be given to practical requirements such as cost and the amount of time that we could reasonably devote to testing. An important consideration overriding all of the above concerns in instrument selection was the generally higher level mental processes toward which Project Gifted was directed. An attempt was made to select instruments that measured some of the more general intellectual processes and learning conditions that are especially important in the educational development of gifted students. Since Project Gifted is process oriented rather than content oriented, it seemed appropriate to select instruments that measure factors which are broadly transferable to the wide spectrum

of learning. For these reasons, and based on experience in the first year's evaluation, we eliminated achievement tests from the evaluative design and concentrated on the standardized instruments which are briefly described below:

Academic Promise Test (APT). This test was developed in response to "the importance of devoting increased attention to early identification of the intellectually talented..." The four individual tests which comprise the APT are: Verbal, Numerical, Abstract Reasoning, and Language Usage. The tests were developed with certain specific principles in mind and specific items were selected by considerations of proved psychometric effectiveness and practicability. The Verbal test items draw on diverse areas of information and complex reasoning processes. The Numerical test requires an understanding of concepts rather than extensive figuring, and although computation is involved, the test focuses on reasoning and problem solving. The Abstract Reasoning test deals with figure classification problems and requires the student to seek out the principle which provides a common characteristic for a set of figures. The process is similar to that employed in measures of concept formation. The Language Usage test contains a combination of grammer, spelling, and punctuation items.

Torrance Tests of Creative Thinking (TTCT). These tests were designed to measure a student's verbal and figural creative thinking abilities. The ten tasks involved in the two tests bring into play a variety of mental processes, yet each activity requires the student

to think in divergent directions. The activities involve: asking questions, making guesses, producing ideas, thinking of unusual uses, thinking of varied possible ramifications of improbable events, and producing original drawings. The tests are designed to elicit responses that can be scored for four dimensions of creativity—fluency, flexibility, originality, and elaboration.

The Class Activities Questionnaire. This instrument assesses five major dimensions of the instructional climate in the classroom—Lower Thought Processes, Higher Thought Processes, Classroom Focus, Classroom Climate, and Student Opinion. Each of the five dimensions is composed of a number of factors and the 30 items on the scale are scored according to the factor to which they are related. A more detailed description of this instrument as it relates to its use in Project Gifted can be found on pages 15 and 16.

In addition to the above standardized instruments which were used in all three components of Project Gifted, other instuments and questionnaires were used that helped us to assess the unique nature of each program. One of the major concerns in constructing questionnaires for a specific group is to raise questions and issues that are important and meaningful to the group whose opinions are being sought. An attempt was made to construct relevant questionnaires for the parents of students in Project Gifted by first surveying the general concerns of parents through interviews. This process enabled the evaluators to become familiar with the

genuine interests and concerns of the parents and to determine which of these concerns occurred with some degree of frequency. This "input" information was analyzed and categorized, and subsequently placed into three structured questionnaires that were sent to all parents. All questionnaires were mailed to parents and they were asked to respond in an anonymous fashion.

The parent questionnaires and the number and proportion of responses to each item are presented for the respective districts in Appendices A, B, and C. The major factors for which evaluative data were sought through the use of parent questionnaires were: Communication With Parents, Parental Perceptions of Student Enjoyment, Parental Perceptions of Student Enthusiasm, Effect of Work in Project Gifted on Work in Regular Class, Attitude Toward School, Transportation, and Parental Attitude Toward the Title of the Project. The findings relating to each of these factors are presented separately by school district in the chapters that follow.

A number of other specific instruments were developed for each component of the program. In view of the newly developed internship program in Cranston, a questionnaire was developed to help us determine the effectiveness of this experience for teachers who participated as interns. The results of this analysis are reported in the chapter dealing with the Cranston program.

Since students in East Providence spent a portion of their time each day in Project Gifted, one of the concerns was to deter-

mine whether or not this arrangement had any effect on the social relations of students participating in the program. An attempt was made to evaluate the social relations of Project Gifted students by administering a standard sociogram in each of the regular classrooms from which Project Gifted students were sent. Each student in the regular classrooms (including Project Gifted students) was asked to indicate his first, second, and third choice of a classmate who he would like to (a) sit near, (b) work with, and (c) play with. The rationale underlying the administration of this instrument was that removing students from the regular classroom may have some effect on the attitudes of classmates toward those students who were selected for the special program. The results of this inquiry are presented in the chapter dealing with findings relating to the East Providence program.

The Warwick component of Project Gifted dealt with the development of creativity in visual arts and creative writing. An attempt was made to evaluate the products of students in these areas by developing two product evaluation forms. The forms were completed by consultants who had specialized training in the areas of visual art and creative writing. Although the forms dealt with a wide variety of product characteristics in these two areas, special attention in summarizing the results was given to the factors of student potential and student growth. The results of this inquiry are presented in the chapter dealing with the findings relating to the Warwick program.

CHAPTER TWO
CRANSTON

I. Analysis of Performance Test Results

The two major instruments that were used to assess student growth in academic performance and creativity were the Academic Promise Test and the Torrance Tests of Creative Thinking. The first of these measures yields subscores in the areas of Abstract Reasoning, Numerical Reasoning, Verbal Reasoning, and Language Usage. It also yields a total score and scores which combine related factors. This test was administered at the beginning of the program and again at the end of the school year. The results for each grade level are presented in Tables 1 and 2.

As can be seen from these tables, the fourth graders made significant increases in every area measured by the Academic Promise Test and all gains were significant at the .01 level of significance. Since this level of significance means that such gains are likely to occur by chance only one time in a hundred, we can be confident that the gains represent real student growth rather than chance occurance. All of the fifth grade scores for the subtests of the Academic Promise Test also showed increases, and, with the exception of Numerical Reasoning, all of the gains were significant at the .01 or .05 levels. These results indicate that, as a group, students in both fourth and fifth grades showed growth in the skills measured by this instrument. Since these abilities are important contributors to continued academic success, the growth registered by the Project Gifted is a most encouraging finding.

The second major instrument used to assess student growth was the Torrance Test of Creative Thinking. This instrument yields the following

Table 1

Means, Standard Deviations and Levels of Significance for Pre and Post-Program Measures, Cranston, Grade 4

Factors	Pre		Post		Difference	t	Level of Significance
	mean	s.d.	mean	s.d.			
Academic Promise Test							
Abstract Reasoning (AR)	33.89	11.61	45.53	5.78	11.64	5.26	.01
Numerical (N)	14.68	6.46	19.32	6.94	4.64	3.68	.01
Verbal (V)	48.58	15.74	64.84	10.18	16.26	6.22	.01
Language Usage (LU)	23.11	6.00	28.95	6.43	5.84	4.42	.01
AR & N	24.37	7.44	30.84	4.91	6.47	4.67	.01
V & LU	47.47	10.24	59.79	8.38	12.32	5.09	.01
Total	96.32	22.57	124.63	15.22	28.31	6.10	.01
Torrance Tests of Creative Thinking							
Verbal Fluency	36.53	4.30	41.84	6.52	5.31	3.33	.01
Verbal Flexibility	44.89	7.30	52.16	8.76	7.27	3.32	.01
Verbal Originality	46.05	6.35	49.89	7.77	3.84	2.09	.05
Figural Fluency	36.05	7.71	42.63	7.99	6.58	4.01	.01
Figural Flexibility	39.47	9.06	46.42	6.98	6.95	4.31	.01
Figural Originality	61.26	18.94	47.47	9.41	-13.79	2.62	.01
Figural Elaboration	55.42	11.68	65.47	11.05	10.05	2.72	.01

Table 2

Means, Standard Deviations and Levels of Significance for Pre and Post Program Measures, Cranston, Grade 5

Factors	Pre		Post		Difference	t	Level of Significance
	mean	s.d.	mean	s.d.			
Academic Promise Test							
Abstract Reasoning (AR)	46.35	3.65	48.70	4.68	2.35	2.34	.05
Numerical (N)	27.30	6.51	29.35	9.54	2.05	1.48	n.s.
Verbal (V)	73.65	8.71	77.55	12.14	3.90	2.10	.05
Language Usage (LU)	36.20	4.21	38.85	3.67	2.65	2.71	.01
AR & N	33.15	6.95	39.60	7.96	6.45	5.58	.01
V & LU	69.35	8.52	77.45	9.50	8.10	8.30	.01
Total	143.00	14.27	155.40	17.66	12.40	5.27	.01
Torrance Tests of Creative Thinking							
Verbal Fluency	54.50	9.21	55.80	16.45	1.30	0.40	n.s.
Verbal Flexibility	58.25	8.64	64.45	13.28	6.20	1.95	.05
Verbal Originality	59.25	9.31	58.40	12.90	-0.85	0.26	n.s.
Figural Fluency	48.55	13.43	45.50	9.05	-3.05	1.12	n.s.
Figural Flexibility	49.40	10.61	47.30	8.92	-2.10	0.76	n.s.
Figural Originality	69.20	18.28	51.50	11.24	-7.70	4.76	.01
Figural Elaboration	68.95	15.80	61.90	12.17	-7.05	2.50	.05

seven subscores: Verbal Fluency, Verbal Flexibility, Verbal Originality, Figural Fluency, Figural Flexibility, Figural Originality, and Figural Elaboration. As can be seen from Table 1 , students in the fourth grade made gains on all of the subtests of this instrument, and in every case except one, the gains were significant at the .01 level. The gain registered in the area of Verbal Originality was significant at the .05 level.

The fifth grade students showed gains in only two areas measured by the Torrance Test, and only one of these gains was significant. Significant losses were registered in the areas of Figural Originality and Figural Elaboration. Two factors may account for the limited gains that were registered by fifth grade students. First, the pre-test scores were relatively high, and therefore, a "regression toward the mean" effect may have been operating. This effect simply means that the higher a group of students scores on a continuous scale test, the more difficult it becomes to show gains on that test. A second possible explanation for the limited gains made by the fifth grade students is that these youngsters were tested with the Torrance Test during their first year in the program. They generally showed extremely large gains during their first pre-post-test comparison, and, because of the nature of this test, it may be inappropriate to expect the same magnitude of gains from a second pre-post-test comparison.

II. Analysis of Classroom Atmosphere

Although the data reported in the previous section provide us with an estimate of student growth in areas that are measured by traditional instruments, it is important to point out the need for another approach to evaluating the effectiveness of differential learning experiences for gifted students. The objectives of a program for the gifted differ from the objectives of regular programs in that there is a concern for placing additional emphasis on the higher thought processes and the classroom conditions that are designed to foster these processes. This is not to say that programs for gifted learners do not devote attention to the basic skills of learning or that students in the regular classroom do not also pursue higher level objectives; however, it is important to recognize that the gifted are better able to cover basic material faster and to devote more of their time and energy to the pursuit of the higher thought processes.

The objectives of the Cranston component of Project Gifted were directed toward both basic skills and the higher level thinking processes that have been formulated by Bloom et al. in The Taxonomy of Educational Objectives. These objectives deal with students' learning and thinking processes rather than with the acquisition of specific content, and they are useful in helping to direct instruction toward the development of a variety of intellectual operations. A problem arises in evaluating these higher level objectives because they are not tied to particular bodies of subject matter, and therefore, traditional tests and achievement measures do not provide us with an accurate picture of student growth in these areas. An attempt was made to assess the degree of emphasis devoted to higher level thinking operations by asking students and teachers in the

Cranston program to complete an instrument entitled the Class Activities Questionnaire (See Appendix D). This instrument assesses the following five major dimensions of instructional climate in the classroom:

1 & 2) Lower Thought Processes and Higher Thought Processes assess the dimensions of cognitive emphasis. This part of the CAQ is based on Bloom's Taxonomy. Each higher level of thinking is believed to involve the use of all the lower levels. The difference between lower and higher levels is one of complexity. There can be a range of difficulty of activities at each level of thinking.

3) The Classroom Focus dimension assesses whether focus is on the teacher as information-giver with students having a passive role, or on the students being given an active role with the teacher being a facilitator.

4) The Classroom Climate dimension deals with the affective domain. It assesses factors such as how relaxed and open the class is.

5) The Student Opinions dimension represents mini-interviews with each student on the best things and changes to make in the class.

Each of the five Dimensions is composed of a number of Factors. The actual items on the CAQ are scored according to the Factor to which they are related. Most of the analysis on the printout deals with the first 18 factors listed in Appendix A.

The CAQ yields descriptive information about the activities which occur regularly enough in the classroom to be seen as patterns of emphasis by the students. The judgment of all students is combined and weighed against the teacher's estimate of actual and ideal conditions in the classroom. Thus, for each of the 18 factors, the evaluator is provided with information about the discrepancy between the teacher's intended degree of emphasis on the respective factors and the actual emphasis as judged by the students. The teacher is also asked to state what she considers to be the ideal degree of emphasis that she feels should be given to each factor. By comparing student estimates with teacher estimates, the teacher can analyze her instructional practices and modify her teaching style accordingly.

The CAQ was used as part of the formative evaluation of the Cranston program for the gifted. Approximately midway through the program, the instruments were administered and the results for each grade were returned to the teachers. They were also provided with a detailed set of directions for interpreting the results. Since the purpose of formative evaluation is to bring about in-process changes in the instructional program, the results reported in the following Tables should only be viewed as an indication of the instructional climate up to the time that the instruments were administered. Subsequent administrations will be used next year to determine whether or not undesirable discrepancies have been reduced.

Generally, the results of the CAQ's are very favorable. Four general patterns seem to be present in both of the classroom reports. First, in the area of Levels of Thinking, there is a strong trend toward emphasis on higher level thought processes.

As can be seen in Table 3, the areas of Application, Analysis, and Synthesis were emphasized in both the fourth and fifth grades. Results relating to the process of evaluation were inconclusive for both grades. This table also shows that the teachers intended to give little emphasis to Memory, and in the case of the fifth graders, this was found to be true. Data regarding emphasis on Memory for fourth graders was inconsistent.

In the area of Classroom Conditions, there is a clear pattern indicating emphasis of positive conditions (Discussion Opportunity, Enthusiasm, Independence, Divergence, Humor, Ideas Valued Over Grades, and Enjoyment of Ideas), and a deemphasis of conditions such as Stress on Tests and Grades, and use of the Lecture Method by the teacher. From these data, we can conclude that the teachers are setting conditions for learning that

CITY OAKLAWN TEACHER HAGKE/ARMSTRONG SUBJECT PROJECT GIFTED-4 PERIOD 0 GRADE LEVEL 4

CAG: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS INCONSISTENT*	NONE	SOME	MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A	I P		
	TRANSLATION	2			A P	I
	INTERPRETATION	3			A P	I
	APPLICATION	4			A I P	
HIGHER LEVEL THOUGHT PROCESSES	ANALYSIS	5			P	A I
	SYNTHESIS	6			P	A I
	EVALUATION	7	A		I P	
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY		8			P	A I
TEST/GRADE STRESS		9	A I P			
LECTURE		10	A	I P		
ENTHUSIASM		11				A I P
INDEPENDENCE		12			P	A I
DIVERGENCE		13			P	A I
HUMOR		14	A		I P	
IDEAS VALUED OVER GRADES		15			P	A I
ENJOYMENT OF IDEAS		16				A I P

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	60	45	25
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0.5HR	0 HR

EXPLANATION OF THE SCALE:

MUCH: STUDENTS AS A GROUP STRONGLY AGREED THAT THIS CATEGORY (SUCH AS CATEGORY 5, ANALYSIS) WAS EMPHASIZED.

SOME: STUDENTS AS A GROUP AGREED THERE WAS EMPHASIS ON THIS CATEGORY.

NONE: STUDENTS AS A GROUP SAID THAT NO EMPHASIS WAS GIVEN OR THIS CATEGORY WAS NOT PRESENT IN THE CLASS.

Table 3
Class Activities Questionnaire
Cranston, Grade 4

CITY OAKLAWN TEACHER MAGRE/ARMSTRONG SUBJECT PROJECT GIFTED-5 PERIOD 3 GRADE LEVEL 5

CAQ: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS INCONSISTENT* NONE SOME MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A I P
	TRANSLATION	2	P A I
	INTERPRETATION	3	P A I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4	A I P
	ANALYSIS	5	P A I
	SYNTHESIS	6	P A I
	EVALUATION	7	A I P
CLASSROOM CONDITIONS			
DISCUSSION OPPORTUNITY		8	P A I
TEST/GRADE STRESS		9	A I P
LECTURE		10	A I P
ENTHUSIASM		11	A I P
INDEPENDENCE		12	P A I
DIVERGENCE		13	P A I
HUMOR		14	A I P
IDEAS VALUED OVER GRADES		15	P A I
ENJOYMENT OF IDEAS		16	A I P

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	40	40	25
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0.5HR	0 HR

EXPLANATION OF THE SCALE:

MUCH: STUDENTS AS A GROUP STRONGLY AGREED THAT THIS CATEGORY (SUCH AS CATEGORY 5, ANALYSIS) WAS EMPHASIZED.

SOME: STUDENTS AS A GROUP AGREED THERE WAS EMPHASIS ON THIS CATEGORY.

NONE: STUDENTS AS A GROUP SAID THAT NO EMPHASIS WAS GIVEN OR THIS CATEGORY WAS NOT PRESENT IN THE CLASS.

Table 3, cont'd
Class Activities Questionnaire
Cranston, Grade 5

promote independence of thought and an atmosphere that allows youngsters to pursue the higher levels of thought for which they have been identified.

The third area of the Class Activities Questionnaire deals with the ratio of student-talk to teacher-talk in the classroom. Studies of classroom interaction analysis have shown that maximum learning takes place when there is a balance between the amount of teacher-pupil discussion. As can be seen from Table 3, the percentage of teacher-talk ranged between 40 and 60 percent. Although this was somewhat greater than the teachers' ideal for this factor, the findings indicate that the classroom is not dominated by the teachers and that students are given relatively good opportunities to interact with the teachers and with their classmates.

The fourth and final pattern which is clearly evident from the CAQ results is a generally accurate perception by the teachers of Levels of Thinking, Classroom Conditions, Percentage of Teacher Talk, and Average Preparation Time Per Week. The high incidence of agreements between Intended (I), Actual (A), and Predicted (P) emphasis suggests that the classrooms are operating the way the teachers want them to operate. This finding, coupled with the generally positive reactions of students leads to the conclusion that the methods used in Project Gifted are highly effective and that students are both profiting from and enjoying their experience in this program.

III. Parent Questionnaire and Interviews

An attempt was made to assess parental attitudes toward Project Gifted through the use of an 18 item questionnaire. This questionnaire and the proportion of responses to each item are presented in Appendix A. A total of 27 persons (74%) responded to the parent's questionnaire. Additional information relating to parental attitudes was obtained through a group interview and individual interviews with a small number of parents.

Generally, the attitudes of parents toward Project Gifted continue to remain quite high. More than three-quarters of the respondents indicated that they are provided with enough information about how their children were selected for the program and about the objectives of the program. Seventy percent of the parents said that they were provided with enough information about the activities pursued in the project and an even larger proportion indicated that they were sufficiently informed about their youngster's progress in Project Gifted. All respondents indicated that they had been invited to visit the Project Gifted classroom, and all said that they had an opportunity to discuss their child's progress with the teachers. Approximately two-thirds of the parents said that the individual evaluation reports used in the program provided them with enough information about the specific kinds of material that their children were covering in the Project Gifted classroom. Persons who responded negatively to the item dealing with the reporting system indicated that they would like to see more examples of student's work sent home; and more detail in the reports with regard to text books used, creative writing and art

activities, special interests and aptitudes of their children, and the development of social skills. The reports were described as lacking specificity and in need of more detail with regard to particular skills and abilities.

Almost 90 percent of the parents said that their child was enthusiastic or positive about being in Project Gifted; however, the remaining eleven percent said that their children were negative about being in the program. Most children expressed pleasure about the work they do in the program, and only one parent felt that his or her child did not find the program challenging.

Most parents felt that their children did not suffer any negative effects from being grouped academically with other gifted students, and only a small proportion felt that their children encountered problems with friends as a result of being in Project Gifted. All parents indicated that they would like their children to participate in the program again next year. Most parents responded favorably to an item dealing with changes in their children's behavior or attitude toward school. Children were described as being enthusiastic, self-confident, happy with their school experience, and interested in a wider variety of topics.

Responses to a general open-ended question were also predominantly favorable. Some parents were concerned about the future of the project and what provisions would be made for their children when they reached junior high school. A number of specific suggestions were made for changes in the program. Among these suggestions were: eliminate some of the material and furniture in the classroom to avoid crowding, attempt to maintain a normal atmosphere when guests visit the classroom,

eliminate field trip examinations and field trips to places where most of the youngsters have already been, and eliminate the disciplinary whistle at lunch. Also suggested were more meetings between parents and teachers, more specific information about what is covered in each academic area, and a greater concern about overall development rather than just academic development.

The name, Project Gifted, continues to be received with mixed feelings on the part of parents. Fifty-nine percent of the respondents felt that the name of the project calls unnecessary attention to children in the program, and a few of the respondents cited specific examples of difficulties that have resulted because their child is labeled gifted.

Recommendations growing out of the parent questionnaire and interviews are included at the end of this chapter.

IV. Internship Evaluation

As part of Cranston's efforts to disseminate information about Project Gifted and to allow other members of the staff to learn the techniques and materials that were being used in the project, an internship program was initiated during the 1971-72 school year for teachers in the City of Cranston. A total of four teachers spent a full week in the Project Gifted classroom, and at the end of their internship they were asked to complete an evaluative questionnaire. This questionnaire and the number of persons responding to each item are presented in Appendix E. Three of the four persons who participated in the internship program had more than ten years teaching experience, and the fourth person had taught for more than five years.

The four teachers who participated in the internship expressed highly favorable attitudes toward this experience. Three of the respondents said that it was one of the most valuable learning experiences they had ever had and an equal number said that they learned many things which they could apply to their own classroom situation. All of the respondents indicated that they learned many good ideas from the internship, and no one expressed disappointment or lack of stimulation as a result of spending time as a Project Gifted intern.

The respondents were asked to rate each of the following five factors on a five-point rating scale ranging from little to much: extent to which they gained new ideas about (a) classroom management, (b) teaching methods, (c) working with individual students, (d) new curriculum materials, and (e) applicability to their own classrooms. In most cases the two highest ratings were marked, and in no case did anyone mark the two lowest ratings.

Three of the teachers felt that the internship program should be expanded and the remaining respondent felt that it should be continued.

Although the teachers made many favorable comments regarding their internship experience in Project Gifted, the following response to an open-ended question is included to highlight the great enthusiasm with which this program was received:

> "As far as I was concerned, it was all too short. I wish that it might have been extended to a period of at least a month. There was so much to observe and to share! The children were exhilarating, exciting, eager, and anxious to absorb each new idea. There was a genuine thirst for knowledge where one door opened another magical one and the ripples never stopped spreading in an intellectual pool. The reading conferences were delightful. One of the children had been reading a book about Ulysses and that led to a discussion of the Trojan War, mythology, the difference between fact and mythology, Helen of Troy, and finally Byron's poem "To Helen." We were so attuned to one another we became fast friends.
>
> Another child and I discussed the modern treatment for TB. and medicine in general. His razor-sharp mind was to be respected. There were conferences on all types of books, from the lightest to the difficult. For one who loves literature as I, it was pure joy!
>
> In creative English, the fourth grade girls solved a mystery concerning a lost bracelet. We had a lovely poetry lesson on "an April Mood" and transferred that into a bulletin board.
>
> In Art, there was a lesson on Spring in pastels emphasizing the abstract. This became a bulletin board "Spring Fantasy."
>
> How we enjoyed our field trip to the Brown computer lab and our walk around a few blocks of the campus! We discussed architecture, computers, printing, current events and their implications during the week. There were math games, science projects, groups in math ranging from Grade 4 to pre-algebra, a tap-dancing exhibition for my benefit, etc.———
>
> Thank you again for choosing me as one of the interns. Thank you for renewing my faith in education and revitalizing my own thirst for knowledge and my desire to light the lamp for others and share in what affords individual delight.

> Miss Maguire and Mrs. Armstrong were so cooperative and generous. They made me feel welcome immediately and one of their team. The aides were equally lovely and kind so it was most easy to fit in with the group.
>
> As far as I am concerned, the merits of the program are outstanding and the openness of the classroom kills boredom and staid learning. We serve the children's needs and are another resource for them in their eager quest to learn, question, think critically and arrive at conclusions about our world. I shall sincerely attempt to bring this kind of thinking and approach back to my school and let the children's needs and interests serve as inspiration.
>
> Our intellectually capable children have indeed been fortunate in Cranston with "Project Gifted."

By way of summary, the internship experience offered by Project Gifted to teachers of the Cranston system appears to be a highly successful means of both teacher training and dissemination. Recommendations relating to the future development of this component of the program are included at the end of this chapter.

V. Summary and Recommendations

The findings reported in the previous sections of this chapter are in most cases very favorable, and it is safe to conclude that the Cranston component of Project Gifted is a highly successful program. Every effort should be made to continue this program in its present form; however it is recommended that the following changes be made:

1. The internship program should be expanded so that more teachers in the Cranston system can take advantage of the innovative learning environment that is provided in Project Gifted. This program has the potential of being a major vehicle for in-service training in Cranston, and therefore, more teachers should be exposed to the program.

2. A greater effort should be made to keep parents informed about the specific activities that their youngsters pursue in the program. This can be accomplished by sending more work home and by introducing a greater degree of specificity into the individual reports of student progress.

CHAPTER THREE
EAST PROVIDENCE

I. Analysis of Creativity Scores

Since one of the major objectives of the East Providence program was the development of the creative potential of gifted students, the Torrance Test of Creative Thinking was used to assess growth in this area. This instrument yields subscores in the following seven areas: Verbal Fluency, Verbal Flexibility, Verbal Originality, Figural Fluency, Figural Flexibility, Figural Originality, and Figural Elaboration. The Torrance Test was administered at the beginning of the program and again at the end of the school year. The results of the pre-test/post-test analysis are presented in Table 4. Inspection of this table reveals that the fourth grade students showed increases in six of the seven subtests and that five of these increases were significant at the .01 level. This means that the probability of these increases occuring by chance is only one in one hundred. Thus, it seems safe to conclude that the fourth graders made substantial growth in most of the areas measured by the Torrance Test. Although a slight decrease was registered in the area of Figural Elaboration, this decrease was not statistically significant.

The fifth grade group also showed increases in six of the seven areas measured by the Torrance Test. Four of the increases were significant at the .01 level and one increase was significant at the .05 level. Although a small loss was registered in the area of Figural Flexibility, this loss was not statistically significant. Generally, the fifth grade group showed greater increases than the fourth graders, and again, it is safe to conclude that substantial growth has been shown in most of the areas measured by the Torrance Test.

Table 4

Means, Standard Deviations and Levels of Significance for Torrance Test of Creative Thinking, East Providence

	Pre-Test		Post-Test				
Fourth Grade	mean	s.d.	mean	s.d.	Difference	t	Level of Significance
Verbal Fluency	38.50	15.99	52.57	18.87	14.07	3.17	.01
Verbal Flexibility	21.86	8.16	27.14	6.11	5.28	2.74	.01
Verbal Originality	23.50	11.96	36.64	16.11	13.14	3.91	.01
Figural Fluency	18.93	5.59	23.64	6.32	4.71	4.65	.01
Figural Flexibility	14.86	3.78	17.50	3.90	2.64	3.11	.01
Figural Originality	21.36	13.74	28.00	10.23	6.64	1.60	n.s.
Figural Elaboration	117.50	37.36	112.43	42.69	-5.07	0.53	n.s.
Fifth Grade							
Verbal Fluency	70.93	33.73	103.21	43.82	32.28	4.32	.01
Verbal Flexibility	30.29	10.73	43.00	9.95	12.71	4.94	.01
Verbal Originality	38.57	22.92	72.29	26.88	33.72	4.93	.01
Figural Fluency	20.50	5.17	23.00	6.25	14.25	1.18	n.s.
Figural Flexibility	16.71	3.85	16.36	4.01	-0.35	0.24	n.s.
Figural Originality	21.43	6.88	28.29	8.48	6.86	2.38	.05
Figural Elaboration	87.36	26.88	131.71	51.45	44.35	5.18	.01

II. Analysis of Classroom Atmosphere

An attempt was made to analyze levels of thinking and classroom conditions in the East Providence component of Project Gifted through the administration of the Class Activities Questionnaire (CAQ). The rationale underlying this instrument and the factors which it assesses are described in detail on pages 15 and 16 . Since one of the major objectives of the East Providence program is to promote higher levels of thinking and the independent pursuit of knowledge, the CAQ was judged to be an especially appropriate instrument for the evaluation of this program. The instrument was administered separately to the fourth and fifth grades early in the program and again near the end of the school year. The results of each administration are presented in Tables 5 through 8 .

An analysis of the tables reveals that there were definite signs of growth in higher mental processes and classroom conditions over the course of the year. Student reactions to the early administration of the CAQ indicate that the amount of emphasis given to higher mental processes was inconsistent, and that in most cases, the degree of emphasis perceived by the students was different from the teacher's intended and predicted emphasis. A similar pattern emerged with regard to the perceived conditions in the classroom; however, these factors were evaluated somewhat more favorably by the students than the factors dealing with levels of thinking and there was greater agreement between student and teacher perceptions. It should be pointed out that the pre-CAQ much emphasis in the areas of discussion opportunity, enthusiasm, independence, and the enjoyment of ideas for the fourth graders and independence, divergence, and placing more

CITY RIVERSIDE-WADDINGTON TEACHER DONOFRIO SUBJECT PROJECTGIFTED-II PERIOD 5 GRADE LEVEL 4

CAQ: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS			
			INCONSISTENT*	NONE	SOME	MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1		I P	A	
	TRANSLATION	2		A I	P	
	INTERPRETATION	3		A	P	I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4		A	I P	
	ANALYSIS	5		A	P	I
	SYNTHESIS	6			A P	I
	EVALUATION	7		A	P	I
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY		8			P	A I
TEST/GRADE STRESS		9		A P	I	
LECTURE		10		A	I P	
ENTHUSIASM		11			P	A I
INDEPENDENCE		12			P	A I
DIVERGENCE		13		A	P	I
HUMOR		14			A P	I
IDEAS VALUED OVER GRADES		15		A		I P
ENJOYMENT OF IDEAS		16			I P	A

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	50	40	10
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0 HR	0.5HR

Table 5
Class Activities Questionnaire
East Providence, Grade 4

CITY RVRSDE-WADDINGTON TEACHER DONCFRID SUBJECT PROJECT GIFTED-I PERIOD 0 GRADE LEVEL 5

CAQ: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS INCONSISTENT* NONE SOME MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A I P
	TRANSLATION	2	I A P
	INTERPRETATION	3	A P I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4	A I P
	ANALYSIS	5	A P I
	SYNTHESIS	6	A I P
	EVALUATION	7	A P I
CLASSROOM CONDITIONS			
DISCUSSION OPPORTUNITY		8	A I P
TEST/GRADE STRESS		9	P A I
LECTURE		10	A I P
ENTHUSIASM		11	A P I
INDEPENDENCE		12	A I P
DIVERGENCE		13	P A I
HUMOR		14	A P I
IDEAS VALUED OVER GRADES		15	A I P
ENJOYMENT OF IDEAS		16	A P I

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	60	40	10
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0 HR	0.5HR

Table 6
Class Activities Questionnaire
East Providence, Grade 5

CITY RIVERSIDE-WADDINGTON SCH TEACHER DONOFRIO P SUBJECT GIFTED PERIOD 4 GRADE LEVEL 4

CAQ: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE PAGE 4 OF 5

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS			
			INCONSISTENT*	NONE	SOME	MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A	I P		
	TRANSLATION	2	I		P	A
	INTERPRETATION	3			A P	I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4	A		P	I
	ANALYSIS	5			A P	I
	SYNTHESIS	6	A		P	I
	EVALUATION	7			A P	I
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY		9				A I P
TEST/GRADE STRESS		9	A		I P	
LECTURE		10	A		I P	
ENTHUSIASM		11				A I P
INDEPENDENCE		12			P	A I
DIVERGENCE		13			A P	I
HUMOR		14				A I P
IDEAS VALUED OVER GRADES		15			A P	I
ENJOYMENT OF IDEAS		15				A I P

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	40	40	25
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0.5HR	0.5HR

Table 7
Class Activities Questionnaire
East Providence, Grade 4 (Post)

CITY RIVERSIDE-WADDINGTON SCH TEACHER DONOFRIO P SUBJECT GIFTED PERIOD 5 GRADE LEVEL 5

CAQ: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE PAGE 4 OF 5

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS INCONSISTENT*	NONE	SOME	MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1		A I P		
	TRANSLATION	2	I		A P	
	INTERPRETATION	3			A P	I
HIGHER LEVEL THOUGHT PROCESSES	APPLICATION	4	A		P	I
	ANALYSIS	5			A P	I
	SYNTHESIS	6	A		P	I
	EVALUATION	7	A		P	I
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY		9				A I P
TEST/GRADE STRESS		9	A	I P		
LECTURE		10	A	I P		
ENTHUSIASM		11			A P	I
INDEPENDENCE		12			A	I P
DIVERGENCE		13			P	A I
HUMOR		14			A	I P
IDEAS VALUED OVER GRADES		15			P	A I
ENJOYMENT OF IDEAS		16			A	I P

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

	STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17 40	40	25
AVERAGE PREPARATION TIME PER WEEK	1R 0.5HR	0.5HR	0.5HR

Table 8
Class Activities Questionnaire
East Providence, Grade 5 (Post)

value on ideas than grades for the fifth graders. The teacher also fell well below her ideal level of teacher talk. The CAQ is part of the formative evaluation of the project, and therefore, the results of the early administration were returned to the teacher and she was also provided with an explanation of how to interpret the results.

As indicated above, the post-administration of the CAQ revealed some favorable increases in the factors evaluated by this instrument. In the fourth grade analysis it can be seen that two of the higher mental processes have changed from the "inconsistent" to the "some" category. This was true for one process in the fifth grade group. Although the emphasis given to memory was still inconsistent in the fourth grade group, the fifth graders indicated that memory was not being stressed in their Project Gifted experiences. In the case of the fifth graders, the students' evaluation of the degree of emphasis devoted to memory was consistent with the teacher's intended and predicted emphasis.

Factors dealing with classroom conditions also showed some improvement in the post-CAQ analysis. Discussion opportunity increased for the fifth graders, as did enthusiasm, humor, and the enjoyment of ideas. For the fourth graders, divergence and placing greater value on ideas than grades showed an increase between the pre and post-administrations of the CAQ. Post-CAQ information relating to the ratio of student-teacher verbal interaction in the classroom also showed an improvement over the earlier administration of this instrument. For both fourth and fifth graders, the students' estimate of teacher-talk dropped from 60 to 40 percent. This figure was consistent with the teacher's estimate, and the discrepancy between student-estimate and teacher-ideal dropped considerably. These findings suggest that the teacher is striving to increase the degree of student participation in class activities.

One final finding that emerged from an analysis of the CAQ data is that in no case (pre or post for both grades) did the teacher place a great deal of stress on tests or grades, and the teacher did not rely heavily on the lecture method in her work with Project Gifted students. This finding, coupled with the other positive changes reported above indicate that the East Providence component of Project Gifted is providing a favorable classroom atmosphere. Recommendations relating to the results of the Class Activities Questionnaire are included at the end of this chapter.

III. Sociometric Analysis

Students in the East Providence program spent part of their time each day in a regular classroom and part of their time in Project Gifted. One of the concerns of the evaluators was to determine if the process of separating students from their classmates had any effect on the social relations in the regular classroom. An attempt was made to assess social relationships by administering a sociogram in each of the classes in which Project Gifted students spend the majority of their time during the school day. Using a standard sociometric technique, each student in the sending classes was asked to indicate their first, second, and third choices with regard to whom they would like to sit near, work with, and play with.

The results of this inquiry are presented in Table 9. As can be seen in this table, no significant differences occurred between the sociometric ratings of the gifted and non-gifted students. These findings lead to the conclusion that separating gifted youngsters during part of the school day for purposes of a special program does not result in any problems so far as social relations are concerned. The Project Gifted students appear to be well accepted by their non-gifted classmates, and thus, the East Providence model appears to be an effective means of separating gifted youngsters without any detrimental consequences in social relations.

Table 9

Means, Standard Deviations, and Levels of Significance for Sociometric Status of Project Gifted Students, East Providence

Groups	Regular Class		Gifted Students		Difference	t	Level of Significance
	Mean	S.D.	Mean	S.D.			
Fourth Grade							
Sit Near	5.61	4.37	6.45	6.30	0.84	0.58	n.s.
Work With	5.66	5.33	5.27	4.71	0.39	0.23	n.s.
Play With	5.78	4.39	5.45	3.42	0.33	0.23	n.s.
Fifth Grade							
Sit Near	5.39	4.25	6.30	8.21	0.91	0.35	n.s.
Work With	5.25	4.46	7.80	9.11	0.79	0.87	n.s.
Play With	4.85	4.94	5.80	6.37	0.95	0.56	n.s.

IV. Parent Questionnaire

A thirteen item questionnaire was used to assess parental attitudes toward the East Providence component of Project Gifted. This questionnaire and the proportion of responses to each item are included in Appendix B. Twenty-two of the thirty parents contacted returned completed questionnaires.

The first five items on the questionnaire deal with communication between the program and parents. A large majority of Parents (91%) indicated that they were informed about why their child was selected for the program and an equal proportion said that they were provided with information about the objectives of Project Gifted. Approximately three-quarters of the respondents indicated that they were provided with information about the activities and experiences pursued in the project and almost all of the parents said that they were invited to visit the Project Gifted classroom. Fifty-five per cent of the parents said that they were informed about the progress their youngster was making in the program.

Most of the parents felt that their children were pleased with the program. Eighty-six per cent indicated that their children were either enthusiastic or positive about being in Project Gifted and 87 per cent said that their child frequently expressed pleasure about the work that he or she was doing in the program. Eighteen percent of the respondents said that their children found the program to be very challenging and 77 per cent said that their children found the program to be somewhat challenging. None of the parents indicated

that a lack of challenge was expressed on the part of their child.

Twenty-seven per cent of the respondents indicated that their child expressed a concern about missing work in the regular classroom because he or she was out of the class to attend Project Gifted. An equal proportion said that their child's regular classroom teacher expressed displeasure because their youngster had missed work as a result of attending Project Gifted. All parents indicated that they would like their child to participate in the program again next year.

Approximately one-half of the parents indicated that they had seen changes in their child's attitude toward school as a result of his or her participation in Project Gifted. In every case these changes were highly positive. Parents said that their children showed a greater interest in school, that they looked forward to their work in Project Gifted, and one parent said that her youngster was much more relaxed in his outlook.

Responses to an open-ended questionnaire item were also generally positive. Suggestions for change included: more parent involvement, a greater emphasis on developing creative talents, and a concern for carrying out the Project Gifted concept in the child's neighborhood school.

By way of summary, the parents of students participating in the East Providence component of Project Gifted appear to be generally satisfied with the program and feel that the program has been beneficial to their youngsters. Recommendations growing out of the parent questionnaire are included at the end of this chapter.

V. Summary and Recommendations

Generally, the East Providence component of Project Gifted appears to be a highly successful venture in the education of gifted children. The approach used in East Providence is to be commended for successfully integrating a special program with the regular school program. Based on the highly positive findings presented in previous sections, it is recommended that this program be continued in its present form, but that the following changes be introduced:

1. Greater attention should be given to the development of those higher mental processes that are below the teacher's ideal level on the Class Activities Questionnaire. This can be accomplished through in-service training for the project teacher.

2. Greater efforts should be made to keep parents informed about their youngsters' progress and the specific activities pursued in Project Gifted. This can be accomplished by developing a comprehensive reporting system that provides parents with a periodic narrative report of project activities and individual progress.

3. A plan should be developed that allows other teachers in the East Providence Schools to spend some time in Project Gifted. This will allow for greater dissemination of the many excellent practices that are provided in Project Gifted.

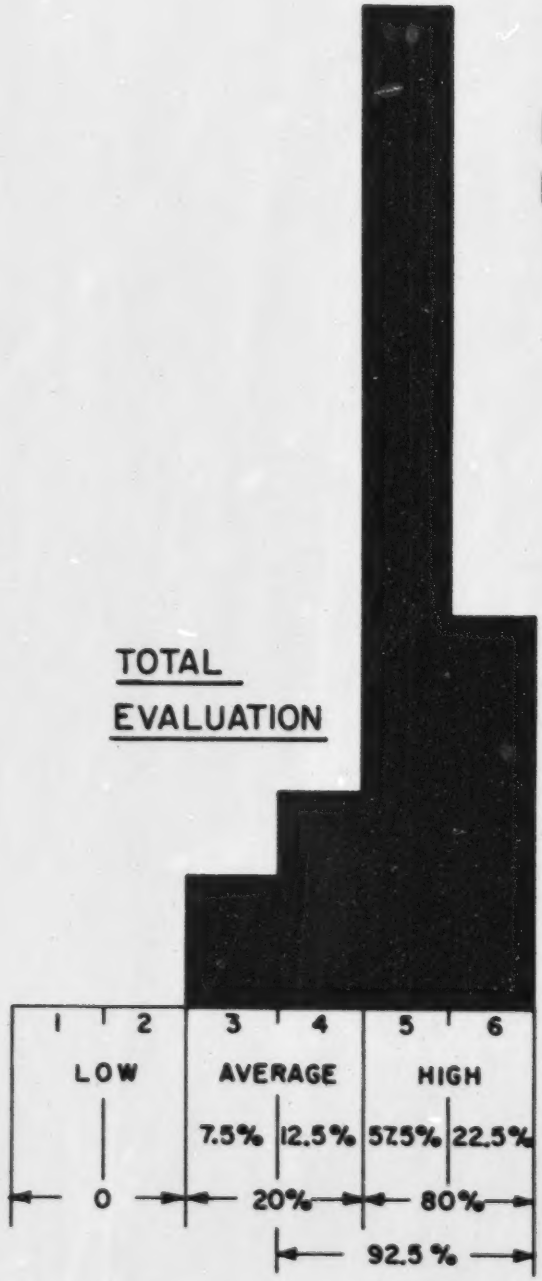
CHAPTER FOUR
WARWICK

I. Analysis of Art and Creative Writing Products

Since the major emphasis of the Warwick program was the development of creative writing and creativity in the visual arts, an attempt was made to develop appropriate means for assessing student growth and accomplishment in these areas. A review of the literature dealing with evaluation in these areas was conducted and the evaluators corresponded with persons in art education; however, no appropriate standardized instruments for assessing the objectives of the Creativity Center were discovered. For this reason, a strategy was developed that would enable us to bring expert judgement to bear on the work that students completed in the Creativity Center. Persons with extensive experience in art education and creative writing were asked to review and evaluate a random sample of the written and visual art products of students. An evaluation scale for the visual arts was designed that enabled the judges to rate six characteristics of student art products (See Appendix F). A similar scale was used to rate five characteristics of creative writing (See Appendix G). The results of the judges' ratings are presented in Figures 1 and 2. As can be seen from these figures, more than 92.5 per cent of the art products rated earned a total evaluation above the mid-point on the Visual Arts Scale and 85 per cent showed growth in the "above average" or "high" range. In the area of creative writing 80 per cent of the products were rated in the "high average" or "high" range, on total evaluation and 55 per cent earned similar ratings on growth. A narrative report of the visual art judges follows:

Fig. 1

Evaluation of ART,
Project Gifted 1971 - 72



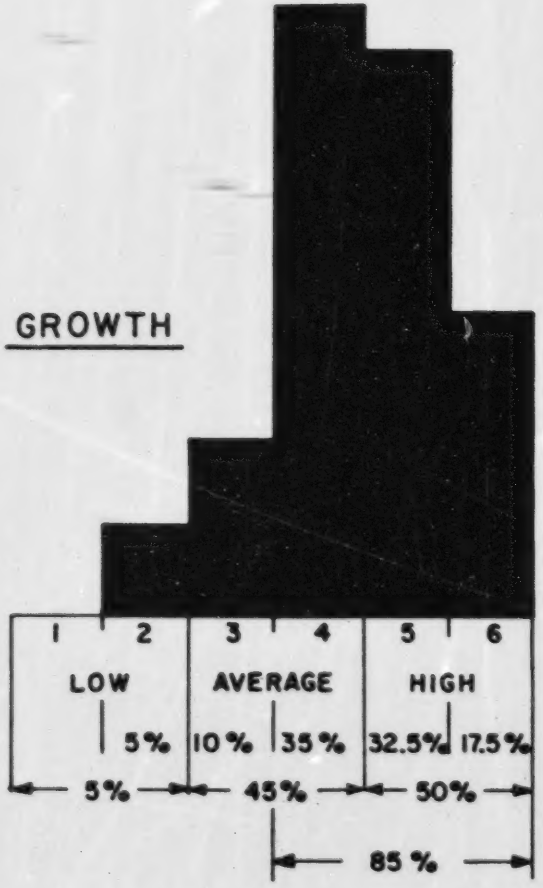
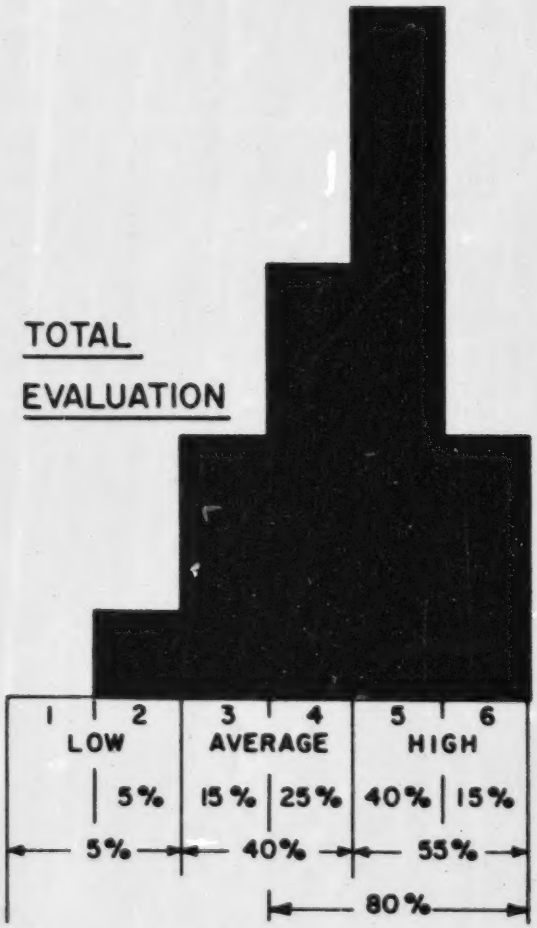
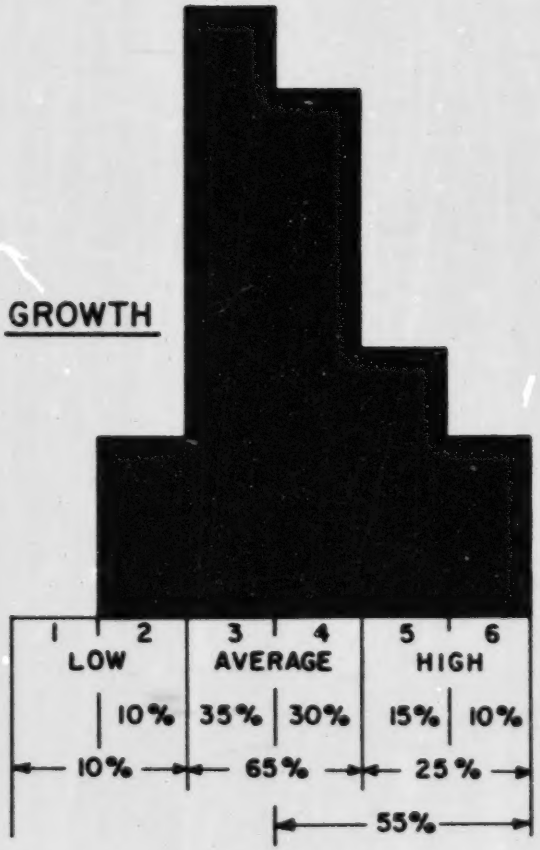


Fig. 2

Evaluation of
CREATIVE WRITING,
Project Gifted 1971 - 72





The visual arts evaluators feel that Project—GIFTED CREATIVE ARTS—is a very worthwhile endeavor. It affords children with high intellectual capacity in grades 4, 5, and 6 the opportunity to more adequately express themselves with art and arts and crafts media.

As was observed in a previous evaluation, it is a sad fact that even though there is a great need for gifted people to contribute to society in a creative manner, most of the educational process as we know it is not geared to meet this need.

COMMENDATIONS:

The Visual Arts Evaluators commend:

1. The city of Warwick, Rhode Island for recognizing the value of offering a unique course of this type.
2. The selection of exceptionally well-qualified professionals to administer and staff this project.
3. The wide variety of materials and approaches offered with an emphasis on creativity.
4. The correlation of art with creative writing.
5. The flexible, basic core of activities that meets the needs of the children at their proper age and developmental levels.
6. The fact that this project offers much more than a normal art program and that it encourages the divergency of these youngsters.
7. The obvious growth demonstrated by the students who have been in this program for more than one year.
8. The improved evaluation form used this year which is concise and relevant.
9. The fine work produced and obvious understanding of many art processes by the students.

RECOMMENDATIONS:

The Visual Arts Evaluators recommend that:

1. A teacher with a creative writing background be incorporated into the program in order that the present excellently qualified art specialist be allowed to spend her full time teaching art and arts and crafts.

2. At least one other resource center of this type be established to meet the needs of gifted students in Warwick.

3. A larger sampling of students' works be available for evaluation.

4. Careful observation of students who continue in this program for an extended period be made in order to assess the growth factor.

5. Children who are artistically gifted but who do not necessarily meet the high academic requirements for this program be given the opportunity to participate in either this project or another one developed to meet their needs.

6. An excellent program of this nature be initiated for children on the secondary level.

The opinions of the judges in both creative writing and visual art lead to the conclusion that the Warwick component of Project Gifted is a highly successful endeavour. Recommendations relating to possible modifications of the program are included at the end of this chapter.

II. Analysis of Creativity Scores

Although the major emphasis of the Warwick program was on the development of artistic and creative writing skills, an attempt was made to assess growth in creative problem solving through the administration of the Torrance Test of Creative Thinking. This instrument yields subscores in the following seven areas: Verbal Fluency, Verbal Flexibility, Verbal Originality, Figural Fluency, Figural Flexibility, Figural Originality, and Figural Elaboration. This instrument was administered at the beginning of the program and again at the end of the school year. The results of a pre-test/post-test comparison are presented in Table 10. As can be seen from this table, students in the Warwick program registered gains in all of the seven areas measured by the Torrance Test. Six of the seven gains were significant at the .01 level of confidence. This means that the likelihood of these gains occuring by chance are only one in one hundred. The gain in the area of Figural Originality was significant at the .05 level. Extremely large gains were made in the areas of Verbal Fluency, Verbal Originality, and Figural Elaboration.

The results of this analysis indicate that students participating in Project Gifted made substantial growth in the areas measured by the Torrance Test. Coupled with the findings from the previous section, it seems safe to conclude that the Warwick program is doing an outstanding job in achieving its major creativity objectives.

Table 10

Means, Standard Deviations and Levels of Significance for Torrance Test of Creative Thinking, Warwick

Factors	Pre-Test		Post-Test		Difference	t	Level of Significance
	Mean	S.D.	Mean	S.D.			
Verbal Fluency	66.62	24.69	93.73	36.46	27.11	6.53	.01
Verbal Flexibility	33.73	10.00	37.24	9.04	3.51	3.13	.01
Verbal Originality	39.64	22.34	61.71	29.36	22.07	5.21	.01
Figural Fluency	20.78	6.41	25.22	6.52	4.44	3.93	.01
Figural Flexibility	16.00	4.72	18.89	3.71	2.90	3.91	.01
Figural Originality	31.87	12.02	35.76	10.30	3.89	1.82	.05
Figural Elaboration	80.02	31.11	109.71	33.76	29.69	5.87	.01

III. Analysis of Classroom Atmosphere

An attempt was made to analyze the instructional climate of the Warwick component of Project Gifted through the administration of the Class Activities Questionnaire (CAQ). A detailed description of this instrument can be found on pages 15 and 16. The CAQ was used as part of the formative evaluation of the Warwick program. Approximately midway through the school year the teacher and each child in the program was asked to complete the instrument. The results and a detailed set of directions for interpreting the findings were returned to the teacher. This practice is in keeping with the objective of providing continuous feedback so that appropriate modifications can be made before the end of the school year. The results of the CAQ presented in Table 11 should be viewed as an indication of the instructional climate up to the time that the instrument was administered. Subsequent administrations will be used in future years in order to determine whether or not changes in classroom conditions are being made.

As can be seen in Table 11, the results pertaining to Levels of Thinking are somewhat inconsistent; however, some emphasis is being given to the higher thought processes of Analysis and Synthesis. Although Synthesis falls slightly below the teacher's ideal degree of emphasis on this process, it is especially significant that it earned one of the highest ratings by the students. According to the rationale upon which the CAQ is based, Synthesis is the process that accounts for creativity; and therefore, we may conclude that the major objective of the program is being achieved to a relatively high degree.

In the area of Classroom Conditions, the Warwick program earned the highest ratings in most of the areas assessed by the CAQ. Discussion opportunity, enthusiasm, independence, divergence, valuing ideas over grades, and the enjoyment of ideas all earned the highest rating. Students indicated that there was minimal emphasis on lectures, and the percentage of teacher-talk was judged to be low by the students.

Inspection of Table 11 indicates that most of the ratings by the students were consistent with the intended and predicted emphasis of the teacher. This finding suggests that the Project Gifted classes in Warwick are operating in a manner which is most desirable to the teacher. The fact that most of the results pertaining to classroom conditions were rated favorably by the students indicates that the Creativity Center is providing students with a valuable learning experience in an atmosphere that is highly conducive to the development of independent thinking and creativity. Recommendations relating to the results of the CAQ are included at the end of this chapter.

CITY WARWICK-LAKEWOOD TEACHER MACANDREW SUBJECT CREATIVE ARTS PERIOD 0 GRADE LEVEL 4, 5, 6

CAG: TEACHER'S INTENDED EMPHASIS AND PREDICTED RESPONSE

Table 11
Class Activities Questionnaire
Warwick, Grades 4, 5, and 6

LEVELS OF THINKING			TEACHER'S INTENDED (I) AND PREDICTED (P) EMPHASIS COMPARED TO ACTUAL (A) EMPHASIS SEEN BY STUDENTS INCONSISTENT*	NONE	SOME	MUCH
LOWER LEVEL THOUGHT PROCESSES	MEMORY	1	A	I P		
	TRANSLATION	2	A		I P	
	INTERPRETATION	3			A I P	
	APPLICATION	4	A		I P	
HIGHER LEVEL THOUGHT PROCESSES	ANALYSIS	5			A P	I
	SYNTHESIS	6			A	I P
	EVALUATION	7	A I P			
CLASSROOM CONDITIONS						
DISCUSSION OPPORTUNITY		8			P	A I
TEST/GRADE STRESS		9	A	I P		
LECTURE		10	I P	A		
ENTHUSIASM		11				A I P
INDEPENDENCE		12				A I P
DIVERGENCE		13				A I P
HUMOR		14		I P	A	
IDEAS VALUED OVER GRADES		15				A I P
ENJOYMENT OF IDEAS		16				A I P

*TEACHER AGREED WITH ONE ITEM, DISAGREED WITH ANOTHER ITEM RELATED TO THE FACTOR INVOLVED

		STUDENT-ESTIMATE	TEACHER-ESTIMATE	TEACHER-IDEAL
PERCENTAGE OF TEACHER TALK	17	25	75	50
AVERAGE PREPARATION TIME PER WEEK	18	0.5HR	0 HR	0 HR

IV. Parent Questionnaire and Interviews

A sixteen item questionnaire was sent to the parents of each child participating in the Warwick component of Project Gifted. A total of 59 persons (65%) responded to this inquiry. The questionnaire and the proportion of responses to each item are presented in Appendix C . In addition to questionnaire data, evaluative information also was obtained from parents through a group interview in which parents were asked to express their concerns about the program.

The first dimension of the parent's questionnaire dealt with communication between the program and the parents. Eighty-five percent of the respondents said that they were provided with enough information about how their children were selected for the project and 82 percent said that they were provided with enough information about the objectives of Project Gifted. Approximately three-quarters of the parents said that they were aware of the activities and experiences which their children pursued in the program. Almost all of the parents said that they were invited to visit the Project Gifted classroom. The last item on the communication dimension dealt with parent's opportunities to discuss their children's progress in the program. Sixty-two percent responded favorably to this item.

Most parents viewed their children's general attitude toward the project as being enthusiastic or positive. Only two parents said that their children had negative attitudes about being in the program. Most parents also indicated that their children expressed pleasure and/or enjoyment about the work that they were doing in Project Gifted. Only 15 percent of the parents indicated that their children perceived the work in the program as not being challenging.

Eighty-five percent of the parents said that their children did not encounter any problems with their friends as a result of being in the special program. In cases where problems were encountered, they appear to be the result of lack of information on the part of other children who sometimes said that the program was for retarded or disturbed youngsters. Some youngsters said that they were "left out of things" because they were absent from regular activities. Other children felt that they also should be given an opportunity to attend the Creativity Center. Very few of the children were reported as encountering problems as a result of being transported to another school.

Opinions were rather mixed about the name of the project. Forty-eight percent of the respondents felt that the name "Project Gifted" called unnecessary attention to children participating in the program.

In most cases, children did not express concerns about missing work as a result of going to the Creativity Center, and only seven youngsters indicated to their parents that their regular classroom teachers expressed displeasure because the students missed work when they were attending the program. One parent reported that her child had to make up work during lunch hour and another said that her child's teacher did not think that the child was getting anything out of the special program. One parent said that the teacher was reluctant to give instruction on homework from classes that were missed and another parent said that her child's teacher resented Project Gifted.

Almost all parents said that they would like their child to participate in the program again next year and approximately one-half of the respondents indicated that they have seen changes in their children's attitude toward school which seemed to result from being in Project Gifted.

Most of the responses to an open-ended questionnaire item were highly positive. Generally, parents indicated that they would like to see additional subject matter offerings. One parent suggested that project youngsters display their work in their regular school so that other children could learn more about the program. Another parent said that children in the program should have more opportunities to create without too much direction from the teacher, and some respondents suggested that children be allowed greater freedom to follow their individual interests rather than continually working on activities as a total group. Some parents felt that a program such as this should be initiated in each child's home school.

By way of summary, most of the parents responding to this questionnaire were generally favorable toward the program. Specific recommendations growing out of the parent's questionnaire are included at the end of this chapter.

V. Summary and Recommendations

The Warwick component of Project Gifted is a highly successful venture in the education of gifted children, and based on the findings reported in the previous sections, it is clear that this program should be continued in its present form. The findings do, however, appear to warrant the following recommended changes:

1. Based on the suggestion offered by the judges in visual arts it is recommended that a teacher with a creative writing background be incorporated into the program. Although the present teacher is doing an excellent job in creative writing, the large number of students who need individualized attention are placing heavy demands on one teacher, and the program would be enhanced with the addition of another specialist in creative writing.

2. A greater effort should be made to develop the evaluation abilities of students participating in the program. The Class Activities Questionnaire indicated that emphasis on this ability was inconsistent. Because of the importance of this ability in art and creative writing, students should be given greater opportunities to develop evaluation skills.

3. An effort should be made to improve communication between the program and the students' regular classroom teachers. Some of the parents indicated that regular class teachers expressed displeasure because students missed work when they attended Project Gifted. This problem could be resolved if greater efforts were made to provide regular classroom teachers with information about the nature and needs of gifted children and with information about the program.

Appendix A

PROJECT GIFTED - CRANSTON

Parent Questionnaire

Directions: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope within the next two or three days.

You can help to make Project Gifted a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in this project, each person's opinions will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate Project Gifted.

	Yes	No
1. Have you been provided with enough information about why your child was selected for Project Gifted?	78%	22%
2. Have you been provided with enough information about the objectives of Project Gifted?	85	15
3. Have you been provided with enough information about the activities and experiences that your child pursues in Project Gifted?	70	30
4. Have you been invited to visit the Project Gifted classroom?	100	0
5. Have you been sufficiently informed about your child's progress in Project Gifted?	85	15
6. Have you had an opportunity to discuss your child's progress with the Project Gifted Teachers?	100	0
7. Does the evaluation report of your child's progress provide you with enough information about the specific kinds of material your child is covering in the program?	67	33
8. If the answer to the above question is No, please comment on the kinds of information you would like to receive.	—	—

9. Which of the following comments best expresses your child's general attitude about being in Project Gifted?

Enthusiastic	59%
Positive	30
Indifferent	0
Negative	11

10. Has your child expressed pleasure or enjoyment about the work that he or she does in Project Gifted? (check one)

Often	50
Sometimes	46
Seldom	4
Never	0

11. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted?

Very challenging	35
Somewhat challenging	61
Not at all challenging	04

	Yes	No
12. Has your child encountered any problems with his friends as a result of being involved in Project Gifted? If Yes, please describe.	30%	70%
13. Do you think that the name, "Project Gifted" calls unnecessary attention to the children participating in the program?	59	41
14. Have you or your child encountered any problems as a result of being transported to another school? If Yes, please describe.	22	78
15. Do you think that your child suffers any negative effects from being grouped academically with other gifted students? If Yes, please describe.	15	85
16. If your child is invited to participate in Project Gifted next year will you encourage him to do so? If No, tell why.	100	0
17. Can you identify any changes in your child's behavior or attitude toward school or education which seem to result from his or her participation in Project Gifted? If Yes, please describe.	67	33

18. Do you have any specific suggestions for changes in the operation of Project Gifted, or the way it affects children or their parents?

Appendix B

PROJECT GIFTED - EAST PROVIDENCE

Parent Questionnaire

Directions: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope within the next two or three days.

You can help to make Project Gifted a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in this project, each person's opinions will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate Project Gifted.

	Yes	No
1. Have you been provided with information about why your child was selected for Project Gifted?	91%	9%
2. Have you been provided with information about the objectives of Project Gifted?	91%	9%
3. Have you been provided with information about the activities and experiences that your child pursues in Project Gifted?	73%	27%
4. Have you been invited to visit the Project Gifted classroom?	95%	5%
5. Have you been informed about your child's progress in Project Gifted?	55%	45%

6. Which of the following comments best expresses your child's general attitude about being in Project Gifted? (check one)	Enthusiastic	36%
	Positive	50%
	Indifferent	9%
	Negative	0%
7. Has your child expressed pleasure of enjoyment about the work that he or she does in Project Gifted? (check one)	Often	55%
	Sometimes	32%
	Seldom	9%
	Never	0%
8. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted? (check one)	Very challenging	18%
	Somewhat challenging	77%
	Not at all challenging	0%

	Yes	No
9. Has your child expressed a concern about missing work in the regular class or making-up assignments because he is out of the room to attend Project Gifted?	27%	73%
10. Has your child's regular classroom teacher(s) expressed any displeasure because your child has missed work because he or she is attending Project Gifted. If Yes, please describe.	27%	73%
11. If your child is invited to participate in Project Gifted next year will you encourage him to do so? If No, tell why.	100%	0%
12. Can you identify any changes in your child's behavior or attitude toward school or education which seem to result from his or her participation in Project Gifted? If Yes, please describe.	50%	41%
13. Do you have any specific suggestions for changes in the operation of Project Gifted or the way it affects children or their parents?	32%	50%

Appendix C

PROJECT GIFTED - WARWICK

Parent Questionnaire

Directions: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope within the next two or three days.

You can help to make Project Gifted a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in this project, each person's opinions will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate Project Gifted.

		Yes	No
1.	Have you been provided with enough information about why your child was selected for Project Gifted?	85%	15%
2.	Have you been provided with enough information about the objectives of Project Gifted?	82%	18%
3.	Have you been provided with enough information about the activities and experiences that your child pursues in Project Gifted?	74%	26%
4.	Have you been invited to visit the Project Gifted classroom?	97%	3%
5.	Have you been offered sufficient opportunity to discuss your child's progress with the teacher?	62%	38%

6.	Which of the following comments best expresses your child's general attitude about being in Project Gifted?	Enthusiastic	67%
		Positive	23%
		Indifferent	7%
		Negative	3%
7.	Has your child expressed pleasure or enjoyment about the work that he or she does in Project Gifted? (check one)	Often	52%
		Sometimes	43%
		Seldom	5%
		Never	0%
8.	Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted?	Very challenging	25%
		Somewhat challenging	64%
		Not at all challenging	15%

		Yes	No
9.	Has your child encountered any problems with his friends as a result of being involved in Project Gifted? If Yes, please describe.	15%	85%
10.	Do you think that the name, "Project Gifted" calls unnecessary attention to the children participating in the program?	48%	52%
11.	Have you or your child encountered any problems as a result of being transported to another school? If Yes, please describe.	11%	89%
12.	Has your child expressed a concern about missing work in the regular class or making-up assignments because he is out of the room to attend Project Gifted?	18%	82%
13.	Has your child's regular classroom teacher(s) expressed any displeasure because your child has missed work because he or she is attending Project Gifted. If Yes, please describe.	12%	88%
14.	If your child is invited to participate in Project Gifted next year will you encourage him to do so? If No, tell why.	92%	8%
15.	Can you identify any changes in your child's behavior or attitude toward school or education which seem to result from his or her participation in Project Gifted? If Yes, please describe.	45%	55%
16.	Do you have any specific suggesions for changes in the operation of Project Gifted or the way it affects children or their parents?		

APPENDIX D

CLASS ACTIVITIES QUESTIONNAIRE

For each sentence below, circle the letters which show the extent to which you AGREE or DISAGREE.

Base your answer on how well each sentence describes what is stressed in your class--what your teacher has you do.

Circle	SA	If you STRONGLY AGREE with the sentence
Circle	A	If you AGREE moderately with the sentence
Circle	D	If you DISAGREE moderately with the sentence
Circle	SD	If you STRONGLY DISAGREE with the sentence

1.	Remembering or recognizing information is the student's main job.	SA	A	D	SD
2.	A central activity is to make judgments of good/bad, right/wrong, and explain why.	SA	A	D	SD
3.	Students actively put methods and ideas to use in new situations.	SA	A	D	SD
4.	Most class time is spent doing other things than listening.	SA	A	D	SD
5.	The class actively participates in discussions.	SA	A	D	SD
6.	Students are expected to go beyond the information given to see what is implied.	SA	A	D	SD
7.	Great importance is placed on logical reasoning and analysis.	SA	A	D	SD
8.	The student's job is to know the one best answer to each problem.	SA	A	D	SD
9.	Restating ideas in your own words is a central concern.	SA	A	D	SD
10.	Great emphasis is placed on memorizing .	SA	A	D	SD
11.	Students are urged to build onto what they have learned to produce something brand-new.	SA	A	D	SD
12.	Using logic and reasoning processes to think through complicated problems (and prove the answer) is a major activity.	SA	A	D	SD
13.	A central concern is practicing methods in life-like situations to develop skill in solving problems.	SA	A	D	SD
14.	Students are encouraged to independently explore and begin new activities.	SA	A	D	SD
15.	There is little opportunity for student participation in discussions.	SA	A	D	SD

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16. Students are expected to read between the lines to find trends and consequences in what is presented. SA A D SD

17. Students are encouraged to discover as many solutions to problems as possible. SA A D SD

18. Detailed examination of ideas and conclusions is a major activity. SA A D SD

19. Students are excited and involved with class activities. SA A D SD

20. The student's major job is to make judgments about the value of issues and ideas. SA A D SD

21. Great importance is placed on explaining and summarizing what is presented. SA A D SD

22. There is a great concern for grades in this class. SA A D SD

23. Inventing, designing, composing, and creating are major activities. SA A D SD

24. Students mainly compare ideas to find likenesses and differences. SA A D SD

25. There is very little joking or laughing in this class. SA A D SD

Did you circle an answer for each question?

26. On the average, the teacher talks how much of the time: 90% 75% 60% 40% 25% 10%

27. On the average, how much time do you spend preparing for this class each <u>week</u>? (circle the time spent)

0 ½hr. 1hr. 1½hrs. 2hrs. 2½hrs. 3hrs. 3½hrs. 4hrs. 5hrs. more.

28. List the three best things about this class, from your own point of view:

1)_____

2)_____

3)_____

29. If you could change three things about the class, what would they be?

1)_____

2)_____

3)_____

COMMENTS: If you have any comments, please write them on the back of this page.

Appendix E

PROJECT GIFTED
Internship Evaluation Form

Now that your internship in Project Gifted is drawing to a close, we are certain that you have some reactions about what parts of your experience with us have been most valuable to you and what parts might have been different. This form is designed to make it easy for you to pass these reactions along to us so that we can make any necessary modifications in the internship program. We are not asking you to evaluate the program itself, but rather the value that the internship experience has been to you.

Please complete this form and return it in the attached envelope. Do not sign your name—all envelopes will be opened after the completion of the internship program and no attempt will be made to identify the persons completing these questionnaires.

Please read all of the following statements. Then check all those that state how you feel about your internship experience in Project Gifted.

1.	It was one of the most valuable learning experiences that I ever had	3
2.	Exactly what I wanted	2
3.	It provided the kind of experience that I can apply to my own classroom situation	3
4.	It gave me many good ideas	4
5.	It had some merits	0
6.	It was neither very good nor very bad	0
7.	It was a fair experience	0
8.	I was mildly disappointed	0
9.	It was not exactly what I needed	0
10.	I did not get any new ideas	0

11. It didn't hold my interest 0

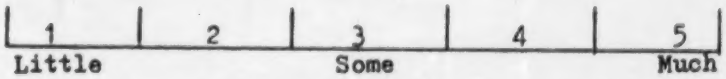
12. I didn't learn a thing 0

13. It was a complete waste of time 0

Rate the following items on the scale provided by placing an X on the number which best represents your judgement.

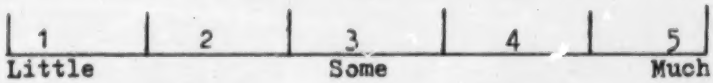
14. The extent to which I gained new ideas about classroom organization

Responses: 0 0 1 2 1



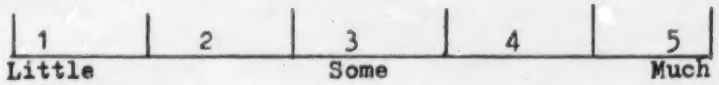
15. The extent to which I gained new ideas about teaching methods

Responses: 0 0 2 0 2



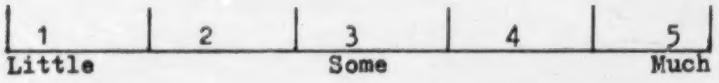
16. The extent to which I gained new ideas about working with individual students and meeting individual needs

Responses: 0 0 0 2 2



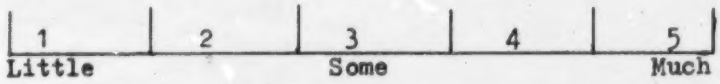
17. The extent to which I gained new ideas about curriculum materials

Responses: 0 0 1 0 3



18. The probable contribution of the internship experience to my effectiveness in my own classroom

Responses: 0 0 1 1 2



19. I think that the internship program should be

Continued	1
Expanded	3
Discontinued	0

20. In the space below list any suggestions that you think might contribute to the improvement of the internship program.

21. Please answer the following questions in the space provided.

a) Have you had any professional experience or training with gifted children prior to this program? _____
If yes please explain.

b) Please check the appropriate statement.

I have taught one (1) to five (5) years	0
I have taught five (5) to ten (10) years	1
I taught more than ten (10) years	3

Appendix F

WARWICK PUBLIC SCHOOLS
WARWICK, RHODE ISLAND

PROJECT GIFTED

Evaluation Scale for Visual Arts

Code No._____ Age_____ Boy/Girl_____ TOTAL SCORE_____

Evaluator_____Position_____Date_____

Elements	Low		Moderate		High	
	1	2	3	4	5	6
I. Creative Expression, Imagination, Uniqueness						
II. Flexibility, Appreciation and Adaptability to Various Media						
III. Fluency Variety of Number of Ideas						
IV. Sensitivity-Composition-Design						
V. Manipulative Skills Construction-Weaving, etc.						
VI. Growth						
Column Total						
Weight	1	2	3	4	5	6
Weighted Column Total						
				TOTAL SCORE		

Appendix G

WARWICK PUBLIC SCHOOLS
WARWICK, RHODE ISLAND

PROJECT GIFTED
Evaluation Scale for Creative Writing

Code No._____ Age_____ Boy/Girl_____ TOTAL SCORE_____

Evaluator_____ Position_____ Date_____

Elements	Low		Moderate		High	
	1	2	3	4	5	6
I. Organization Unity, development, clarity						
II. Mechanics Structure, grammer, usage Skills: spelling, punctuation						
III. Originality Creative fluency, emotional quality, imagination, style, theme						
IV. Unusual/Other Elements Dialogue, special format mood/setting, character development						
V. Growth						
Column Total						
Weight	1	2	3	4	5	6
Weighted Column Total						
				TOTAL SCORE		